

Christian Education

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TABLE OF CONTENTS

	PAGE
Devotional Service Closing the Twelfth Annual Meeting of the Council of Church Boards of Education: FRANK W. PADEL FORD	145
Architectural Exhibit at the Carnegie Foundation Office.....	147
The Annual Meetings, 1926: H. O. PRITCHARD	147
The Pivot: WILLIAM S. BOVARD	151
A Campaign of Perseverance (Annual Report of the Execu- tive Secretary for the Year Ending December 31, 1926): ROBERT L. KELLY	152
The Situation Among the Universities (Annual Report of the University Secretary for 1925): O. D. FOSTER	164
The Christian Education Program: EDGAR P. HILL	173
Funds for the Future: ALFRED WILLIAMS ANTHONY	176
Minutes of the Fifteenth Annual Meeting of the Council of Church Boards of Education, January 11, 12, and 14, 1926	180
The Report of the Treasurer, 1925: FRANK W. PADEL FORD.....	185
The Report of the Committee on Administrative Publicity and Finance: JOHN W. HANCHER, <i>Chairman</i>	187
The Report of the Committee on Policy: FRANK W. PADEL- FORD, <i>Chairman</i>	188

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DEVOTIONAL SERVICE CLOSING THE SESSIONS OF THE COUNCIL OF CHURCH BOARDS OF EDUCATION, 1926

LED BY DR. FRANK W. PADELFORD
NORTHERN BAPTIST BOARD OF EDUCATION

Let us thank Him for the great strides which Christian education has been making during this last decade; for the many friends whom He has raised up for our cause; for the generous gifts which His people have made and for all the material development which our eyes have seen.

Let us thank Him for the awakening interest on the part of parents and children in the better preparation for an effective life; for the general new and enlightened interest in a richer education; for the new concern of college officers in the deeper and more fundamental things in the making of character.

Let us thank Him for the large and increasing number of devoted workers whom our Boards have been enabled to place in the university centers; for their deep concern for the spiritual welfare of their students; and for the marvelous success of their efforts among our thousands of young people.

Let us ask Him that these evidences of His interest and His goodness which we have seen and experienced may be but part of an enlarging stream of blessings which, in His grace, shall flow in upon us in the coming years, in making effective our otherwise feeble efforts to help our young people to prepare for more useful lines in His Kingdom.

Let us ask Him that the hearts of His people may be more and more inclined to generous interest in the fuller and richer prep-

aration of our children for their work in the world; that as friends they may help anxious and burdened college presidents to carry the loads which they themselves have placed upon their shoulders.

Let us ask Him for His richest blessing and His guidance for our college officers, our presidents and deans and teachers, that they may have a clear comprehension of their tasks; that they may learn how to put first things first; that they may have great wisdom in dealing with delicate problems; and especially that they may be able to guide their young people into a knowledge of the truth, into a clear comprehension of the meaning of life and into a preparation of themselves for a great contribution to the coming of His Kingdom among men.

Let us ask Him to bless with His richest blessing all our university pastors, our student secretaries, the secretaries of the Christian Associations, the pastors of our churches in school and college towns, and all those who are helping our students to find their adjustments in the Christian life and the Christian Church, in the midst of this bewildering and perplexing age.

Let us pray for ourselves and all our associates in these Church Boards of Education, that we may be guided into a clearer comprehension of our own tasks; that we may have physical strength for our trying work; that we may have patience with our perplexing problems; that we may have spiritual power for our work in His Kingdom.

Let us pray for the richest blessing of God upon this home (International House) in which we have been guests for these two days, thanking Him for this beautiful meeting place of the representatives of the nations; and asking that here may be gained new appreciations of the real worth of men; that here may be cemented friendships that will result in bringing the nations into a clearer understanding of one another and into one family of God; that there may be created here an atmosphere in which thousands of these young people from the ends of the earth may find their ideals realized in Jesus Christ and may find in Him the life for which they long.

ARCHITECTURAL EXHIBIT AT THE CARNEGIE FOUNDATION OFFICE

At the request of the Secretary of the Carnegie Foundation, the Association Executive Committee arranged that the exhibit of college architecture at the Metropolitan Museum that formed so pleasing a feature of the Twelfth Annual Meeting should be transferred to Dr. Pritchett's office, 522 Fifth Avenue, New York City, where it will be open to inspection during the months of February, March and April. Visitors will be cordially welcome and it is hoped that many alumni and friends of Association colleges will avail themselves of this opportunity to see the interesting collection of photographs of some of the best college architecture in the country.

THE ANNUAL MEETINGS, 1926

DR. H. O. PRITCHARD

BOARD OF EDUCATION, DISCIPLES OF CHRIST

As is well known to the readers of CHRISTIAN EDUCATION, it is customary to hold the Annual Meetings of the Council of Church Boards of Education and of The Association of American Colleges during the same week and in the same city. This year the city was New York and the time was January 11-16. As is also customary, the Council held its meeting during the first half of the week. It enjoyed the rare privilege of conducting its sessions in the International House at 500 Riverside Drive. Much could be said of the work and worth of International House as the promoter of peace and good will among the students of all nationalities and races, but suffice it to say here that no more generous and gracious hospitality has ever been extended the Council for its place of meeting than was afforded this year. The headquarters of the Association meeting was the Hotel Astor, which likewise did all it could for the comfort and convenience of its guests.

The time and place of holding the Annual Meetings are not the only, nor are they the most vital, contacts which are had

between the Council and the Association. Their national offices are shared in common and Dr. Robert L. Kelly is the Executive Secretary of each. The organizations are separate and distinct entities, but there is an intellectual and spiritual kinship between them which overleaps technical and organizational boundaries. So it is to be expected that the themes of the Annual Meetings should have much in common. This was particularly true of the 1926 gatherings.

The general theme which ran through the sessions of the two Annual Meetings this year was "The Effective College." It goes without saying that the angles of approach were somewhat different in the two organizations. In the Council the topics and discussions had to do primarily with concrete situations illustrating, more or less, effective Christian education. The case method was followed and there were presented to the Council specific instances of the operation of programs for the development of Christian personality. These cases were not only interesting; they were illuminating. And for all who wish to know "how the other fellow does it," they were exceedingly valuable.

The theme "The Effective College" in the sessions of the Association was approached from the "educational" viewpoint. The attempt was to discover, if possible, what constitutes effective education and an effective college; and to revise and devise norms and standards for measuring the same. Here also the case method was intended to be followed. In the judgment of the writer this method is highly commendable from every standpoint. It takes educational problems out of the realm of glittering generalities and high sounding platitudes and subjects them to the scientific methods of the laboratory. Consequently, the recent program was one of the most informing and helpful which the Association has ever conducted. Particularly was this true of the session on Friday afternoon, when the two topics, "What Should Education Cost in an Effective College?" and "The College Plant and the Business Administration of an Effective College," were discussed by Dr. F. W. Reeves and Comptroller W. O. Miller respectively. Both men spoke out of actual experience and presented data gathered in the field of investigation in support of their deductions.

But to return to the program of the Council. It has been the privilege of the writer to be present at nearly every Annual Meeting of the Council since its beginning and he has no hesitation in saying that the one just held was, in many respects, the best. It was best in that it got closer to the task of the Council; in that it presented actual situations of measurable accomplishments; in that every person scheduled on the program was present; and, last but not least, in that the opening statement of the Executive Secretary, Dr. Robert L. Kelly, "A Campaign of Perseverance," was a great constructive, statesmanly and prophetic utterance. It was the judgment of those who have heard Dr. Kelly on former occasions that this statement marked the high point of his annual messages to the Council. Dr. O. D. Foster likewise presented "The Situation Among the Universities" in a comprehensive and convincing manner.

Without attempting to delineate the program in detail, it can be said in general that each person performed worthily his part. The "hot spots" in the discussions came when "Student Conferences" and "Special College Programs" were under consideration. The Interdenominational Student Conference held at Evanston during the holidays came in for its share of questioning. Mr. Stanley High was present and gave a good account of himself both in the report and the discussion which followed. The Council has always manifested a sympathetic and understanding attitude toward the so-called "Youth Movements," but never more so than this year. The survey of the religious situation at Davidson College as presented by Dr. Kelly brought forth searching questions and comments.

There was missing from the Council's Annual Meeting a number of strong men who have heretofore lent the strength of their personalities and influence to the gathering. Dr. Edgar P. Hill, the president of the Council, could not be present because of ill-health, but he sent an excellent paper which was read by his co-laborer, Dr. Frederick E. Stockwell. Dr. Henry H. Sweets, of the Presbyterian Board of Education, U. S.; Dr. Stonewall Anderson, Board of Education, Methodist Episcopal Church, South; Dr. J. S. Noffsinger, General Education Board, Church of the Brethren; Dr. James E. Clarke, of the Presbyterian Board,

U. S. A.; President Joseph A. Harker, of Illinois Woman's College, and others, were greatly missed from the deliberations of the Council. Then, too, a number of the Boards of Education have changed the personnel of their leadership during the past year and familiar faces were absent on that account. However, the newcomers were heartily welcomed and did their part in making the last annual meeting of the Council the "best ever."

In the opinion of the writer of this review, the greatest single session of the week was the Union Mass Meeting held under the auspices of the Council of Church Boards of Education in the Hotel Astor on Thursday afternoon. The theme of this meeting was "Personality through Religion and Education." The subject was discussed from three viewpoints. Dean Herbert E. Hawkes dealt with the theme from the view of one who has to do with the building of curricula and determining what shall be included in the same. He made a learned and discriminating plea for the subject of religion as such, having its proper place in the curriculum of the college. Dr. Joseph Fort Newton advocated that there is no hiatus between good religion and sound education; that the two are not antithetical but rather supplemental. He eloquently urged "a salvation that educates and an education that redeems." President Walter A. Jessup described what has been, and is being done, to establish and build a School of Religion at the University of Iowa. These three splendid addresses are to appear in an early issue of CHRISTIAN EDUCATION.

All in all, the second week in January nineteen hundred and twenty-six registered an advance in the cause of Christian education. In fact, it would not be too much to say that it marked a distinct phase in the advancement of that cause. The Council of Church Boards of Education got a firmer grip on its work; saw with clearer vision its task and outlined more definitely its program for the future. The Association of American Colleges undertook a revision of its definition of "The Efficient College" as formulated in 1917. And in its redefinition and restudy of "The Effective College," it was able in the light of changed economic conditions, altered educational measurements, accumulated data and improved technique, to formulate new norms, which will be of great value to executives and administrators as they

undertake to make more efficient their present educational programs and especially as they undertake enlargements and new ventures.

THE PIVOT

DR. WILLIAM S. BOVARD

THE BOARD OF EDUCATION OF THE METHODIST EPISCOPAL CHURCH

Christian education is in the spotlight as never before, and the price of being in the spotlight is to be under the ceaseless play of the searchlight. Since Christian education has been moved to the front of the procession of methods by which a Christian world is to be achieved, it is of the utmost importance that every feature of it shall be most carefully scrutinized, for if our main hope rests upon the success of Christian education, we ought to be greatly concerned that in every particular this method of Christian advance shall be at its best.

One might use a familiar athletic figure in showing the place of Christian education in the achievement of a Christian world: It is the last inning of the world series; the bases are full, with two out; Home Missions on third; Foreign Missions on second; Evangelism on first, and Christian Education is at the bat. An expectant world waits breathlessly to see whether the batter will make a clean hit and bring the runners in and win the world series, or whether the batter shall strike out and lose the world series.

It is increasingly clear that our great Foreign Mission enterprise cannot get forward without majoring in the teaching method and educational process; it is also obvious that the great success attending our Home Missionary endeavors is largely due to the fact that they represent for the most part a system of applied Christian education.

A CAMPAIGN OF PERSEVERANCE

DR. ROBERT L. KELLY

EXECUTIVE SECRETARY

1925—A Brief Review of the Year's Work

At the last annual meeting of the Council a definite program of procedure was outlined for the year now closed. I refer to certain items of that program; Dr. Foster will speak of other items.

CHRISTIAN EDUCATION

CHRISTIAN EDUCATION has produced a series of popular inserts prepared by Miss Winifred Willard, stressing in a fresh and vigorous way the essential values of education, especially higher education, that is avowedly Christian. A number of colleges have welcomed this service. This is a gesture toward the popularization of a department of the magazine. There are plans greatly to extend this type of publicity.

DAVIDSON COLLEGE SURVEY

The Executive Secretary has directed a study of the organization and methods of Davidson College with reference to the development of Christian leaders, administrative effectiveness, curriculum, and the utilization of space. The religious phase of this study is presented at this meeting. The rest of the report is to be made to the trustees of the college.

THE EFFECTIVE COLLEGE

The Executive Secretary has organized the program of the Association of American Colleges for this year with a view to making a new definition of an efficient college. To avoid confusion, as well as for other reasons, the theme of the meeting is announced as "The Effective College."

COLLEGE REPORTS

Arrangements appear on the program for presenting to the Council definite propositions regarding college costs and comparable college reports. There will be a further discussion of this subject in the Association meeting.

"SAFEGUARDING FUNDS"

The Executive Secretary represented the Council at Atlantic City in February in a conference arranged by the Committee on Financial and Fiduciary Matters of the Federal Council, of which he is a member, and was Chairman of the Findings Committee. The conference was largely attended by specialists in the field of institutional financing and the report was published in permanent book form under the title "Safeguarding Funds."

AMERICAN EDUCATION WEEK

A special issue of **CHRISTIAN EDUCATION** was devoted to "American Education Week," November 16-22. Several Boards ordered extra copies of this issue in quantity.

DAY OF PRAYER FOR COLLEGES

It was found impossible to fix a definite date for the observance of a uniform Day of Prayer for Colleges.

May I report also certain other activities of the Executive Secretary and the able and loyal Council staff.

RELEASE OF MISS BEAM

Early in the year an appropriation of \$5,000 was made by the Carnegie Corporation to be used by the Association of American Colleges in a study of the teaching of the Fine Arts in typical American colleges. Miss Beam was released by the Council for this work. Her report has not yet been completed. It may be expected before many months.

COLLEGE CREDITS IN RELIGION

From among the activities related to the Association of American Colleges, full report of which is made to that organization, mention may be made here of a study of the policy of American colleges and universities with regard to the granting of academic credit for work in religion: (a) for admission to college, (b) as transferred credit for advanced standing leading to the baccalaureate degree. This report is printed in full in the November issue of the Association of American Colleges *Bulletin*.

"TENDENCIES IN COLLEGE ADMINISTRATION"

During the time allotted for summer vacation, the Executive Secretary completed the manuscript for a book of about 300 pages, based upon lectures delivered at the Sorbonne in 1924, entitled "Tendencies in College Administration." Complimentary copies have been sent to all the General Secretaries of the constituent Boards. The book has been ordered by colleges in every state of the Union and a second edition has become necessary.

"THE EDUCATION OF NEGRO MINISTERS"

The survey of Negro schools engaged in the training of candidates for the ministry appeared in the spring in book form under the title, "The Education of Negro Ministers," representing the joint authorship of Mr. W. A. Daniel and the Executive Secretary. At the suggestion of the latter, the final form was given to the manuscript by Mr. Daniel and the book was accepted by the Department of Sociology of the University of Chicago as the thesis required from him in partial fulfillment of his work for the Ph.D. degree.

LECTURES ON COLLEGE ADMINISTRATION

The Executive Secretary accepted, with the approval of the Executive Committee, an appointment at Teachers College, Columbia University, as Lecturer in College Administration during the academic year 1925-26. His lectures all occur during the month of February. In this work he is associated with Dean Russell, Director Leonard, Dr. Evenden, of the Teachers College staff, and Dr. Clyde Furst, of the Carnegie Foundation. The invitation has been renewed for 1926-27. This is the first department of College Administration in the country. It is a graduate department. Some other universities are beginning to offer courses in College Administration.

THE PRESSER FOUNDATION

During the year the Executive Secretary was appointed a Director of the Scholarship Department of the Presser Foundation. Since this appointment Mr. Theodore Presser, the founder,

has died. By the provisions of his will, the resources of the Scholarship Department are greatly augmented. They will be devoted to the extension of musical education and your Executive Secretary has been asked to submit a list of American colleges in which the teaching of music is carried on in terms approved by the Foundation.

FIELD SERVICE

Additional activities that should be reported here include the delivery of a number of college commencement and other addresses on special occasions, participation in educational and religious conferences, of which the following may be mentioned: Conference of College Officers held in connection with the 75th Anniversary of Illinois Wesleyan University, Bloomington; the Annual Meeting of the Board of Education of the Disciples of Christ, Indianapolis; Conference on Theological Education at Auburn Theological Seminary, Auburn; the Reynolda Conference on Theological Education, Winston-Salem; the General Assembly of the (Dutch) Reformed Church in America, Asbury Park; Conference on Chinese-American Relations, Johns Hopkins University; Conference of Theological Seminaries of the Southern States, Nashville; Iowa State Student Conference, Des Moines; a hearing before the "Student Study Commission on Church Federation" arranged by the Federal Council of Churches, New York; Annual Meeting of the Association of Colleges and Secondary Schools of the Southern States, Charleston; Annual Meeting of the Executive Committee of the Federal Council of Churches, Detroit; Annual Meeting of the North Carolina Association of College Presidents, Greensboro, etc.

REYNOLDA CONFERENCE, 1926

At the solicitation of Dr. D. Clay Lilly, Director of the Reynolda Conferences, the Executive Secretary outlined a plan for the next conference to be held at Winston-Salem, the last of June, 1926. This Dr. Lilly has accepted. The plan provides for the bringing together of representatives of all agencies engaged in the task of Christian education, with a view to coordinating existing programs to such an extent as is possible and of work-

ing out a unified and comprehensive program. It is expected that every important interest of Christian education will be represented in this conference.

The Council's Objectives

At the Annual Meeting in January, 1925, the Council requested the Executive Secretary to make at this meeting a re-definition of the aims of the Council.

This restatement should be made with reference to the original aims. These were set forth in 1916 at the second annual meeting of the Association of American Colleges by Doctor, now Bishop, Thomas Nicholson, and the late Dr. E. D. Burton. All authorities agree that the primary purpose of the Council was and is to develop the Christian impulse among the employed workers and the constituents of American education. The Council has never been committed slavishly to methods of procedure. From the first, the idea of a campaign to burn our cause into the hearts and imaginations of the American people was prominent in the plans. The Council has always stood for interdenominational co-operation within the field of Christian education. The title of Dr. Nicholson's initial address was "A Proposed Campaign for Christian Education." A friend of the Council's during the past year coined the phrase—"A Campaign of Perseverance."

On the subject of objectives, Dr. Nicholson made four suggestions. He suggested that out of the new awakening we might expect first, "a new sense of the real value of the religious element in education." It would, of course, be preposterous to credit this Council with the present unparalleled interest of the American people in this "real value." The Council and its Boards have contributed something. This interest is a phenomenon in educational history. Faith in the religious element in education is written into addresses of the President of the United States, into the reports of university and college presidents, into books not only on religion but on science, into sermons, into newspapers and periodicals, into professional publicity material. What is more, it is written into the fleshly tablets of the hearts of our people to an extent never before realized.

Dr. Nicholson's second dream was of "a larger and more intelligent incorporation of the subjects which center around religion in the curriculum of the colleges." As to the fulfillment of this dream we cannot even list now the surveys of heartening facts in this field, both in the colleges and the tax-supported institutions. These facts have been established by careful investigations, the last of which was made in the Council-Association office during the year and has already been referred to in this report. It shows conclusively that the vast majority of colleges and universities are cordial toward religion in the curriculum.

Dr. Nicholson looked forward ten years ago to "a larger liberality toward the denominational college." This expectation also has been realized. Dr. Wallace Buttrick once said to the speaker that three-fourths of the endowments which have come to American colleges have come since they banded themselves together for the promotion of their own ideals. Dr. Bradford reported last year what the gains of some of our colleges had been during the decade, as well as the gain in the university field. There has never been a year in history when so many millions of dollars have been put at the disposal of institutions and agencies under professedly religious auspices. On January 1, the *New York Times* said editorially, after enumerating a number of the conspicuous benevolences of the year:

"These are but a few of the contributions that have made 1925 the most benevolent of years. They reflect in some measure the prosperous conditions which have generally prevailed. They register, too, in some degree the encouragement which tax exemptions give. But they also allow the inference that the habit of giving is growing and that altruism is a living, active virtue, expressing itself in manifold philanthropic and public-spirited ways and in increasing volume."

Of course, not all the millions have gone to colleges and universities affiliated with the churches. We still have unrealized aspirations in all these fields. But that there is a "larger liberality," the grand totals of gifts to Christian education eloquently certify. Some of our Boards have large and remarkably

successful departments of finance. Progress has been marked all along the line. One can scarcely dream what is to be.

Dr. Nicholson had faith, in the fourth place, that in time we "would get a better federation of the denominations in educational work." Here we have made some progress; perhaps our least measure of progress. Dr. Nicholson had true insight when he remarked, "Progress will be slow, but there will surely be progress." It is perfectly evident in the light of developments elsewhere that our work must achieve an increasing unity or be content with a decreasing influence. We will increase only as our solidarity becomes more secure. Benjamin Franklin saw a day when the Colonies would hang together or hang separately. The Colonies learned not only to hang together but to identify their interests indissolubly. There is no blade with sufficiently keen edge to divide asunder the state interests and the federal interest in the American polity. The "United States of Europe" is farther along at this moment than at any other moment in history. These are lessons from which we may learn if we will.

In America there are three great types of institutions within the realm of higher education. There are those supported by public taxation, those independent both of church and state, and those related in some fashion to the churches. The number of students in the tax-supported institutions is increasing most rapidly and if the present rate continues, in five years from now their enrollment will surpass that in both the other two classes. While the methods of procedure in these three types of institutions must be different, there is no inherent reason why they might not coalesce for practical purposes insofar as their attitude toward Christian education is concerned. Two things are certain. One is that the religious influence of American education will be a diminishing influence if the Boards of this Council do not more closely identify their interests. If the Boards of this Council become more and more absorbed in their own work and attach less and less importance to cooperative effort, loss of the influence and power of the professed agencies of Christian education is inevitable. There is some danger that this may come to pass. Another thing that is certain is that with wisdom, the present rising tide of interest in the ethics and religion of Jesus

Christ may be so capitalized as to promote His Kingdom through the principles and methods of what we call Christian education. Our program must be conceived broadly and carried out on a basis consistent with the human appeal—not the denominational appeal or the sectional appeal, or the temporary appeal, but the human appeal which Jesus surpassed all other men in making.

To this program of objectives, Dr. Burton added two further considerations. He declared:

Dr. Burton lived to see the day—as we have lived to see it—when the dominant method of educational procedure is to base its projects and programs on facts. Nor does this statement apply only in the realm of education. It applies in business and in the professions, and more and more in religion itself. We are pretty generally agreed that “the persistent purveyance of optimism on a grand scale” regardless of the facts, will “cost the purveyor the confidence of the community” just as certainly as confirmed allegiance to pessimism and the persistent refusal ever to be comforted by the facts. It is not only right to be frank but it pays to be frank. The Council of Church Boards of Education has made no small contribution to the factual basis of Christian education.

We now face a new era in American education. The old is passing away and many things, if not all things, are becoming new. We face the facts and we attempt to build programs on the basis of the facts. The head of a great American foundation recently said to the speaker, “The colleges are taking the lead among the educational institutions in finding the facts, measuring student ability, and in building programs in terms of student achievement.”

And finally, Dr. Burton professed faith in the Council’s campaign because, as he said, on the “success of it depends the success of practically all our other (church) work.” What more striking illustration of the wisdom of Dr. Burton’s assertion could be found than that apparent in the revitalized theological seminaries whose story is presented in the January number of

“I believe in this movement because it is going to be based on facts.”

CHRISTIAN EDUCATION? Read that story and decide whether Dr. Burton was a prophet of the truth. From being the most backward of American educational institutions, the seminaries—at least some of them—bid fare to become among the most alert and alive. In this field certainly the Council not only furnished the facts but pointed out much of their significance. The seminaries in a most striking way are shaping their new programs along the lines suggested in *Theological Education in America*.

In other words, a good many of the seminaries are adjusting themselves to the new educational régime. Note that it did not require a standardizing agency to accomplish this. We are passing from the era of arbitrary control to that of internal direction. This does not mean that minimum standards will be ignored. It means that the canons of the academic world and of the religious world are tending in the direction of self-expression. The administrative mind is seeking more for reality and there are gratifying evidences that the student mind in increasing measure is moving in the same direction. In the realm of teaching, there is a revolt against spoon-feeding methods and formal prescriptions. On the basis of facts we are now attempting to measure achievement. This is the meaning of the selective admissions, the intelligence tests, the placement and rating examinations, the transformations in the tutorial system, the application of the project principle, the renewed stress upon the seminar method, comprehensive examinations, honors, and faculty research, the introduction of educational reference departments—in a word, the efforts to develop *camraderie* among teachers and students in preserving and promoting human knowledge and finding the real values of human experience. We are attempting to diagnose before not after we prescribe. As Dean Hawkes said in his last annual report:

The study of the individual indicates the direction of the next advance in our American education.

The great and commanding challenge during the next decade is the more accurate knowledge of the kind of young people we are trying to educate.

We must learn their biologic and economic background, their significant interests, their ambitions, their characters.

Our Boards and our Council, that they may render service of the highest type, should have an appreciation of these movements. Ideally each Board should have a man competent to make a distinct contribution in these fields. This ideal some of the Boards are striving after and attaining. By this means we may expect to put the religious values which we rate of first importance at the heart of our educational procedure. We will not be simply playing on the periphery. Religion should be central in the whole process of education. . . . Education is a matter of the spirit.

More and more the Council and its constituent Boards should enter the student field. This has been done to some extent in the universities. It must be done in the colleges if we are to be loyal to our heritage and our ideals,—if we are to enter the opening doors of opportunity. The alertness of the present-day student mind to the significance and work of the church is manifested in ways well known to the members of this Council. The eagerness of an increasing number of students to "participate in their own education," even if it means an educational revolution of major import and far-reaching results, is well understood by men and women active in educational administration. If the Council has any distinctive message to students, it is in these two areas—the church area and the educational area.

We must see, first, that students are not educated away from the church and that the significance of the church is interpreted to them by those who know the church. If, secondly, the American college student shows signs of intellectual curiosity, let's help bring some combustible fuel to the kindling embers. No other agency is now organized to do these two things—to interpret the church and to interpret the meaning of modern education, to American students. If the Council and the Boards fail here, they lose the greatest opportunity that has ever come to them to meet the vital needs of college students.

The Federal Council of Churches senses this situation and has recently added to its staff a representative who is concerned particularly in interpreting to college students the meaning of the church and the relation of the church to the great social movements of the time. This representative and this Council stand

ready to cooperate with us to the limit in this work. Here are potential allies with the same vision as to the church and with the same aspiration as to service.

In certain states the newer educational ideals have gripped the Association leaders. The Council of Church Boards of Education and the Christian Associations should be allies in the educational field.

This meeting should not adjourn until some definite plans are made to enter, on a cooperative basis, these remarkable doors of opportunity. We must increase our effectiveness here. This is not a denominational problem; it is interdenominational. It is not a Y. M. C. A. problem, or a Y. W. C. A. problem, or a problem for the Federal Council. Its meaning and magnitude challenge the fullest cooperation of all agencies concerned. If we all work together to the full limit of our resources of money and personnel, we will still be but unprofitable servants. This is the Lord's business. At least, let us not frustrate it either by temerity on our part or by lack of cooperation with others.

A very interesting situation has arisen in the field of finance and fiduciary matters. It seems evident that this Council in cooperation with the Committee on Financial and Fiduciary Matters of the Federal Council and other such agencies as may wish to cooperate, may be of increasing service here. Neither the Council nor the allied agencies can build up an organization for soliciting funds either for themselves or for others. The Council is a service agency. It functions in correlating and coordinating. It may become in the financial field as well as elsewhere an important clearing house of information.

We are operating now with a new psychology. The Council was conceived originally in terms of high pressure drives, of conferences of great magnitude, largely in response to a war psychology which would establish the Kingdom by violence. The Council, however, never operated along these lines, and to some perhaps this has been a source of disappointment. But today, while there has been no sudden reversal in method, on the part of the Council, the general disposition of our people has changed. Not this Council alone but benevolent agencies generally have arrived at an era of *the campaign of perseverance*, an era of quiet

conference and discussion groups of small numbers, an era of unadvertised and constructive planning.

For this type of work we have discovered, largely through the Committee on Financial and Fiduciary Matters, a host of unexpected and as yet potential allies. Here is a wonderful new field which we may enter if we will. A possible method of doing so was outlined in an editorial in the December issue of *CHRISTIAN EDUCATION*, to which reference is here made. May I repeat from that editorial the definite steps which the Council and other agencies may now take. These steps have been developed in conference with the Committee on Financial and Fiduciary Matters and have been approved by that Committee and by the Executive Committee of the Federal Council of the Churches of Christ in America.

(1) To keep on file a list of the campaigns of institutions and agencies now in operation with their objectives, their methods, their results. This would include all corporate agencies willing to file reports and cover the entire field of Christian education at home and abroad. There is now no source of information concerning the entire field. The data here listed are not necessarily for publication except in terms of totals. The list should be kept for confidential purposes.

(2) To announce from this list such campaigns and to publish such parts as are released for that purpose. Undoubtedly an imposing array of worthy causes in the field of Christian education would immediately be set forth.

(3) To present from month to month samples of the best type of Christian education publicity. This will be prepared by seasoned publicity experts, and will be based insofar as possible on facts and data ascertained through careful surveys. For years the Council of Church Boards of Education has been producing a literature in Christian education couched largely in factual terms. These skeletons are to be clothed with flesh and blood and the breath of life breathed into them. During the past year *CHRISTIAN EDUCATION* presented material of this sort produced by a publicity expert whose organization has raised many millions of dollars for the cause. This type of work is to be continued and expanded. It will show concrete methods of effective publicity.

(4) To build up a mailing list of volunteer and professional workers—not "prospects"—carefully selected to whom all these

data may be sent with regularity and over a period of years. This list will be the army of cooperating workers representing all denominational boards, all agencies. Seven hundred new names have been added to our list this year.

(5) To make effective the ready cooperation of 150,000 life insurance underwriters in the country through the fellowship of the National Underwriters Association and its 160 affiliated local associations, by giving to them information of campaigns, of institutions, of boards, of societies, and of persons with whom they can effectively cooperate.

(6) To enlist the 2,562 trust companies, and the 1,800 national banks and 400 state banks, which have fiduciary powers, in cooperative plans for making educational agencies known to their patrons, and in furnishing plans which will enable these great financial institutions better to serve the ends of Christian education.

(7) To maintain a central office with the Committee on Financial and Fiduciary Matters of the Federal Council of the Churches of Christ in America from which lawyers and other persons from any part of the country may obtain exact information respecting educational institutions, missions, church work, philanthropies and charitable movements, including legal titles, the scope and functions of specific organizations, and the details respecting operation, which testators and donors may wish to know as they plan and execute their cherished benefactions. Such information exists. A central office may become a clearing-house for its dissemination.

(8) To mobilize in any given locality, through information which passes down from central organizations, the agencies which may cooperate together in specific and intensive drives for approved objects.

(9) To demonstrate anew that fellowship and cooperation in the pursuit of a great and central object of human welfare yield by-products of blessing to all participants.

THE SITUATION AMONG THE UNIVERSITIES

DR. O. D. FOSTER

ASSOCIATE AND UNIVERSITY SECRETARY

To one acquainted with the field of the University Secretary of the Council of Church Boards of Education, it is obvious that he can scarcely blaze a path through the great forests of students

with their labyrinthian problems, in the numerous universities distributed over America. Trees here and there may be marked, but to be in the center of the forest renders it difficult to determine clearly at all times just whether one is going directly for a desired goal or wandering rather circuitously without polar star or compass. Even though the task of making safe ways through this great forest of opportunity be great, reasons for encouragement are not wanting.

The university work of the Council theoretically covers the whole range of state, municipal and independent educational institutions above the high schools. This means the universities, state colleges and normal schools. Obviously, therefore, this comprehends a majority of the students in institutions of higher learning in America. The field is overwhelmingly large and baffling. To face seriously this colossal opportunity tries the strongest heart and brings one to his knees in humble recognition of his glaring shortcomings even to play with the problem.

The committee dealing with this phase of our work is composed of officially appointed representatives of nine of the major denominations. The committee, however, acts as far as possible for the entire Council in matters pertaining to its field. That is to say, the interests of denominations not represented in the committee are constantly borne in mind and safeguarded. Naturally the paramount interests of these representatives are denominational. The Boards have been created and maintained for the purpose of advancing their own interests. They had acted independently of each other until recent years, when the advantages of cooperation bore in upon them. Denominations, like nations, are to a large degree democratic within themselves, but in their relations with others they are aristocratic. This denominational aristocracy prevailing in extra-denominational diplomatic circles has rendered open-minded democratic fraternalism and good will evasive. Ignorance of the real motives of others often led to suspicion and even to open antagonism. Under such conditions there seemed to be little hope of official mutual sympathy and understanding. Happily individuals here and there rose above the aristocratic denominational lines and looked over into the heart of foreign denominational domains and saw or-

ganizations with motives, purposes and spirit much like their own. This has led to the creation of much real official interdenominational machinery and to the pervasion of a new spirit. Nowhere in the entire range of official interdenominational cooperation has denominational aristocracy yielded more forcibly to the onslaughts of democracy than in the University Committee of the Council. The members of this committee represent their respective denominations, but they represent more. They represent their denominations in relation to each other, and when they act, they usually act as a unit. Frequently one member speaks for the whole. They play the game of give and take in a fair fashion, not only in open diplomacy but also in fraternal helpfulness.

The cooperative accomplishments of this committee cannot be recorded in reports or statistics. The committee is being recognized more and more as the official interdenominational unifying agent for the churches in our great educational centers. However meagre its accomplishments may have appeared to some, it has been gaining momentum. It has been a moulder of sentiment for cooperation and fraternity and has fostered unity of action among the churches in our university centers. It reaches through the pastors, student pastors and church organizations, more and more, the students belonging to a score of the major denominations of the country. And this range of influence is not only enlarging but becoming more and more intensified. The unity at the center is being reflected constantly all along the line. Tendencies are being formed and currents are being directed. Attitudes are being changed. New respect for religious differences is experienced in the growing appreciation of each other. A great gain in the confidence in each other's fairness and motives has been registered.

All this means greater and greater responsibility on the part of the committee and of the Boards it represents. To these few men have been entrusted a most stupendous undertaking, with all too little with which to work. These men have been placed at the source of the stream of religious progress in these rapidly growing schools. Theirs is the opportunity to help determine what the direction of the stream is to be. To meet the exigency

they must have greatly increased appropriations from their respective Boards.

The field served by this committee has hundreds of institutions in it. Many of these schools number their students by thousands. Soon they will number them by ten thousands. College graduates will soon be as common as high school graduates are today. With the increase in population and the growth of the high school system along with the conscious necessity for training in the ever fiercening competitive battle for existence these institutions will teem with youth. The very motive of preparation for remunerative professions, along with the current materialism of the day, pushes idealistic and unselfish souls farther and farther toward the periphery of influence where moral retrogression is more probable than advance. The financial motive in law, dentistry, engineering, medicine and other professions is much more dominant than heretofore, thus increasing our problem.

Religious and spiritual advancement has not kept pace with the advance made in the material world. The emphasis on the applied sciences is a reflection of the materialism and commercialism of the present day. Whether right or wrong, it is not in our province to say, but that the moralizing and humanizing influences have lagged behind, is not only to be deplored but feared. Is our civilization becoming soulless like our great corporations? If the tendency in university education is a key, as it surely is, our country is plunging deeper and deeper into a materialistic philosophy and a mechanical age, a fact not pleasant to contemplate. Our success may be our undoing.

The seriousness of the present situation is heightened by our influence upon other nations. The university is an internationalizing machine, grinding men of all nationalities out much alike. Foreign students are coming to us in ever increasing numbers only to carry home our materialism and greed for gain. They too are being trained to be skillful manipulators of great dehumanizing forces. They see our powerful and integrated materialistic agencies in glaring contrast to our impotent and disintegrated moral and spiritual agencies. They see great systems of related open-all-week structures devoted to materialistic interests as over against weak, separate and unrelated churches, open

part of a day once a week, nurturing the interests of a more unselfish philosophy of life. The cumulative result on the foreign student is inevitable. These trained leaders of tomorrow will determine what the future of their countries is to be. These tendencies if left uncurbed are alarming. In the face of them we feel almost helpless, but fortunately not hopeless. Here the Foreign Mission Boards should strengthen the hands of the Council.

Another development in our institutions of higher learning that is not ostensibly contributing to the moral and spiritual life of our students is military training. Since the war military drill is being emphasized in these institutions as never before. "In 1924-1926, military instruction was given in more than 226 educational institutions in the United States. The exact number is difficult to obtain. R. O. T. C. units were maintained in 226 institutions. Of these 226 in 1925, 124 were of college and university rank, 63 were high schools and 39 were what are known as 'essentially military schools.' Military training is compulsory in 83 colleges and universities, ranging from two to four years."*

The foregoing facts on military training are quoted to show further some of the problems involved in the internationalizing influence of our universities. The students of other nations are prone to look upon this system, as tending strongly toward national militarism. At all events it does not appeal to them as engendering a spirit of international good will and confidence. It is not to them promoting the spiritual and brotherly living so earnestly advocated by the missionaries who urged their coming to America. Militarism is coupled with our growing materialism in their minds. This is a dangerous combination and tends to breed fear and distrust, however exalted may be the motives of those responsible for the system. This stern fact we must face.

Other tendencies might be cited to illustrate the impeding forces at work against the spiritual life of students, but the foregoing may suffice to show the enormous problem before those who attempt to change the current of the stream. The Council has a tremendous obligation to meet this challenge. While the

* "*Military Training in Schools and Colleges of the United States*," by Winthrop D. Lane, p. 10.

Council cannot determine the present policies of the universities or the immediate trends of the times, it can be a most important factor in determining the direction in which these streams of influence are to flow the next fifty years. While we can do little now, we can be laying our plans for a more earnest and extensive program to reach down through the decades ahead of us; to reach every institution of the country in a more nearly adequate fashion. These institutions must be more and more the servants of human *need* rather than of human *greed*.

During the few years the Council has been operating in the universities, some encouraging progress has been made. Many institutions have noticeably changed their attitude toward moral values and religious forces. While the actual accomplishments of the Council are insignificant as compared to the need, enough has been done to point the way to great achievement with increased appropriations from the Boards interested.

Many of the constituent Boards of the Council have been actively operating as denominational units in local fields, establishing student pastorates, building churches, subsidizing weak churches to secure stronger pastors, providing means of religious instruction, erecting foundations for social and religious work, and promoting student enterprises and movements. In their cooperative efforts they have put into a number of smaller centers interdenominational student pastors, helped create cooperative local organizations for campus activities, encouraged interdenominational means of religious instruction, visited and studied universities together, counseled with university authorities on problems of mutual interest, gained increased respect through concerted action from the university administrations, and fostered better relationships with educators of other groups not included in the Council. Each of the developments mentioned above is in its infancy but all are in quite good health and growing.

While we have made a good beginning, we have scarcely begun to touch the problem. Our conscious needs are so great that they are almost overwhelming. In the next ten years we will need at least twenty new interdenominational pastors. We will need a hundred new denominational student pastors. Several

dozen new churches should be built. Many foundations, denominational and interdenominational, will need to be created, unless new methods of work are devised. We shall be under obligations to help our numerous high grade men for pulpits in student centers. We shall be called upon to help secure a large number of highly trained men to help work out in these centers ways and means of religious instruction. We shall be asked more and more to cooperate with universities in getting men of religious convictions for the more influential positions on the faculties. We have been thinking in terms of thousands of dollars, but if this field is ever adequately touched we shall have to think in terms of millions.

We shall be unable much longer to keep actively out of the field of actual interdenominational student organizations and movements. We simply cannot be true to our trust and not begin soon to occupy the most promising of all fields for far-reaching results, *i.e.*, the normal school. We must either discourage the rapidly growing development of schools of religion or do what we can to bring them to a satisfactory degree of efficiency. A few of them may be said now to be doing good work. Without passing on their merits, we merely mention a list of those now in existence: Illinois, Indiana, Iowa, Iowa State College, Kansas, Michigan, Michigan State College, Missouri, Montana, North Dakota, Ohio, Oklahoma, Oklahoma Agricultural College, Oregon, Texas, Virginia, Washington. Many others are studying the problem, hoping to start such schools. Among these are: Alabama, California, Cornell, Kentucky, Miami, Minnesota, Nebraska, North Carolina, Ohio State, Pennsylvania, Tennessee, and Wisconsin. In many of these institutions the faculties are already giving courses in religion, *e.g.*, Iowa, Iowa Teachers College, Michigan, Michigan State College, Ohio, Ohio State, Maine, and Miami.

The tendency of an accelerated emphasis on the principle of separation of church and state has been checked in certain quarters. The framers of our Federal Constitution never intended what, to all intents and purposes, has often resulted, the separation of religion and education. They did seek to advance fair play and develop open-mindedness in religion by avoiding sec-

tarian controversies. The problem is before us of getting for religion its rightful place in our educational system. The present trend must be changed. This doctrine of separation of church and state has worked excellent results. On the other hand, if overemphasized now when cooperation and understandings between groups may be had, it will work a positive injustice upon masses of students and to the society in which they will be placed in the years to come. No education, however far advanced, can be complete without culture in morals and religion.

Naturally we wish the universities would take a stronger hand in spiritual leadership. They could quite as appropriately employ "Doctors of Personality" as Doctors of Philosophy. But they cannot be held responsible alone for meeting this great need. The problem before us then seems to be, How are we going to get the church and the university to shoulder the responsibility together? Neither can succeed without the other. They become mutual checks and stimuli when jointly undertaking the task. The university will demand academic efficiency and breadth of view while the churches seek moral and spiritual excellence, and thus the interests of both will be greatly enhanced. It cannot be the case of "either, or." It must be "both and," if the maximum good is to be attained. We must seek to reunite religion and education at their noblest and best. The Council is now cooperating with university administrators in the attempt to solve this problem, without at the same time infringing upon what the framers of our Constitution had in mind.

The University Committee is also cooperating with religious leaders of other groups in an attempt to work out a *modus operandi* for the advancement of the interests of all in our university centers. Notable progress has been made in this line at the University of Iowa. In the proposed Foundation for the advancement of morals and religion at the Ohio State University, Catholics, Jews and Protestants, in accordance with the spirit of the retiring President of the University, are studying the possibilities of active and organized cooperation. Negotiations are in progress and the cooperation is moving forward very satisfactorily.

These are the beginnings of what will bring in the decades and centuries ahead a new understanding between the religious

bodies of our country and thus make possible for our tax-supported institutions an era of development along moral and religious lines. Our denominational differences have been a bugbear to university administrations and to students and have forced them to be over-cautious at times in sanctioning religious enterprises. They cannot see why we contend so warmly for what is to them a distinction without a difference. But when they see religious forces actually working together on a common problem or program they are convinced that there is an underlying something that is vital and worth while even though it be interpreted so differently and in varied forms. With such a background of harmony and mutual confidence, the university administrations may feel free to move forward in realms heretofore tabooed. It is now the conviction of all that an understanding of one another is essential if we would advance even our own denominational interests most.

The foregoing discussion has touched chiefly the institutions of college rank. The most fertile and promising field we have not even touched as a Council. I refer to that long list of normal schools training the teachers of our children. These are the schools which have in them the greatest percentage of unselfish idealism. Their students on the whole are conscious of a mission. The hundreds of thousands of teachers touched by these schools will each be in vital contact with at least forty pupils a year. These teachers, therefore, if inspired with a genuine religious motive would within a generation wield a marvellous transforming influence in our nation. Strategy and statesmanship demand that we give most serious attention to this neglected field. We have too great an obligation here to pass it unheeded. We must strike back at least this far in the educational process if we are to measure up to our most solemn obligation. This means that we should work in cooperation with other agencies in developing a system of religious education and genuine inspirational teaching and activities reaching from the home to the graduate school. Nothing less is our obligation.

I am persuaded that our Council, if possible in cooperation with other agencies, should appoint a commission, including some of its own members, and some experts brought in from without,

to study ways and means of promoting the religious life of students in all tax-supported institutions. This would mean for us now a separate commission for the normal schools, and later other commissions for the other grades.

THE CHRISTIAN EDUCATION PROGRAM

DR. EDGAR P. HILL

PRESIDENT OF THE COUNCIL, 1925

We should not forget that it is the distinctive element in Christianity which explains its peculiar power, and gives it a unique place among the world's religions. It is certainly high time therefore that our educators, who call themselves Christian, who are accustomed to orate with fervor on the vital importance of Christian education and to plead with consecrated laymen for funds with which to promote a Christian educational program, should make the discovery that the Christian religion has something definite, authoritative and distinctive to say concerning God and Christ and sin and salvation and prayer and right living and the future life, and a certain book called the Bible. It is this sort of thing we should be trying with desperate earnestness to get into the minds and hearts of our young people in connection with their education or else cease making such an ado over the supreme importance of Christian education.

To put our problem in a sentence: The peculiar need just now in working out our educational problem is *an unceasing insistence that the chief objective of education is the building of character*. Socrates and Plato trained for citizenship. Morality was given a high place in their scheme of things. They insisted it was better that men should be virtuous than that they should be learned. But a time came when educators looked at the matter differently. Special attention was given to music, to rhetoric, to geometry, while ethics and religion were allowed to slip into the background. Luther restored the factor of religion in the work of education but he failed to make adequate provision for the training of citizens and merchants, lawyers and doctors. Today,

deny it as we may, we are chiefly concerned with the task of training young people to earn a livelihood. The impartation of lucrative knowledge is regarded as the teacher's special business, not so much knowledge of history or the arts or the meaning of life, as knowledge of machinery, of cattle, of petroleum—any and all kinds of knowledge that will equip one to step quickly to a place of success in the business world. An educational experiment that has attracted wide and favorable comment explains its unique contribution to the solution of the educational problem as being an arrangement with certain business houses whereby relays of students may find employment during the school year, giving them actual business experience along with their class room work and thus preparing them more quickly and efficiently for remunerative positions in commercial life. One of our university presidents sounded a higher note when he said with much earnestness, "In the last analysis what do all these buildings amount to, these laboratories and machine shops, and all the rest, unless in some way we provide for the spiritual needs of the young people." If such a conviction as this were to take possession of our educators we would be well on our way towards a solution of our problems, since the next step is short and almost inevitable.

For example, some years ago the Headmaster of Phillips-Andover Academy was addressing a group of fathers in New York City explaining the ideals of his school and drawing attention to the perplexities confronting educators in these modern days. He said the chief difficulty with which teachers are struggling is that of bad home training. The boys who present themselves for instruction come largely from homes preoccupied with business and frivolity. Parents expect teachers to perform a task which they themselves have totally neglected and in which they have hitherto shown no interest. Then Principal Stearns added some such words as these: "The most important business of education is to train noble character, and I know of no way to secure the desired result except through the instrumentality of the Christian religion." True, brave, timely words! When once we who occupy places of leadership in this task of Christian education are possessed of some such convictions as this, not only

as professional propositions to adorn a public address but as a dynamic power in our work, we shall quickly move ahead into a new day when we shall be more untiring in our appeal to parents to erect the family altar. The religious work in our state universities will take on a new and richer meaning. The Christian college will be found to occupy the most strategic sector in the whole battle line of missionary effort.

Anatole France once wrote a story entitled, "The White Stone," in which is related a supposed incident in the life of Gallio referred to in the Book of the Acts. Gallio it will be remembered was the Roman proconsul stationed at Corinth. It was before him Paul was dragged to answer the charge of being a disturber of the peace. According to the story, Gallio, who was a man of culture, was one day conferring with some intellectual friends concerning the future of society. Jupiter was pretty much played out, almost no one believed in him. What divinity then was capable of conserving the things worth while and bringing about a better social order. Some thought Hercules could do the business. He had become a hero, as a sort of sanitary engineer, by cleaning out the Augean stables. Others were of the opinion that Venus was the hope of the future. She was goddess of beauty, and it was beauty that would mark the new and better day. Suddenly the conference was interrupted by a messenger who said the proconsul was needed to try a case. A man by the name of Paul had been arrested for inciting a riot. He had been teaching strange doctrines concerning a certain Jesus of Nazareth who claimed to be the Son of God. Gallio excused himself for a few minutes to try the case. On his return he indifferently remarked that the case really amounted to nothing. The prisoner was of no consequence, and had been dismissed. His teaching was harmless and unworthy a second thought. Thereupon the conference continued to discuss the relative merits of Venus and Hercules as moulders of the world's ideals. The poor fools! How differently we see it today. As Christian educators we are not supremely interested in Venus, with her music and her dancing, nor primarily in Hercules, with all his athletic achievements, but with that little Jew of Tarsus, with his program for a new social order; a regenerated humanity,

a kingdom of God to cover the earth with righteousness and love and peace, and a Christ in whom are hid all treasures of wisdom and knowledge. Thus understood, Christian education in very truth holds in its hand the key to the civilization of the future.

FUNDS FOR THE FUTURE

DR. ALFRED WILLIAMS ANTHONY

A Philosophy

If every day consumed all it produced, each day would be like its predecessor and there could be no progress.

Civilization depends upon savings.

Were every college building to fall to pieces as soon as it was completed, there could be no equipment for college purposes; the treadmill would take the place of culture.

Thrift, endowment, permanent structures and permanent funds, created today, will bless the future.

A Committee

The Federal Council of the Churches of Christ in America has created a committee, known as the Committee on Financial and Fiduciary Matters, which seeks to help institutions of the church, in the fields of missions and education, charity and philanthropy, to put the foregoing philosophy into practice.

Who's Who of the Committee

It is of interest to know who these men are and what are their qualifications. In alphabetical order (with the exception of the writer) they are

Lewis B. Franklin, Vice-President and Treasurer of the National Council of the Protestant Episcopal Church, formerly a Vice-President of the Guaranty Trust Company of New York.

Robert L. Kelly, Executive Secretary of the Council of Church Boards of Education and Permanent Executive Officer of the Association of American Colleges, formerly President of Earlham College.

Frank H. Mann, President of the Union Mortgage Company of New York and Treasurer of the Federal Council of Churches, formerly one of the Secretaries of the American Bible Society.

Leroy A. Mershon, Secretary of the Trust Company Division of the American Bankers Association, formerly Publicity Manager of the United States Mortgage and Trust Company of New York.

Fennell P. Turner, Executive Secretary of the Foreign Missions Conference.

Charles L. White, President of the Home Missions Council and Executive Secretary of the American Baptist Home Mission Society, formerly President of Colby College, Maine. And the Chairman, *Alfred Williams Anthony*, who has had experience in a variety of cooperative organizations and enterprises.

A Policy

This committee is not "a money-getter." It sets up no machinery and pushes no drive. It brings together men who have wisdom and "know how"; it reports measures and methods so that all who will may compare notes and find the best; it correlates movements for the sake of unity and strength; it enlists and makes known to each other the natural allies in the field of finance for the long pull, the steady pull, the strong pull and the safe pull.

Our Own Solidarity

Christian education means more than school and college. The church, wherever it goes, is a teaching agency. The pulpit usually is a teaching pulpit. Missions, home and foreign, carry on their work largely,—indeed almost wholly,—through educational means. And all of those movements for youth, like the Young Men's Christian Association, the Young Women's Christian Association and the Boy and Girl Scouts, employ in various forms the methods of instruction. The cause and the processes of education bind us together in a large, varied, alert and many-minded but cohesive whole.

Our Natural Allies

Lawyers, bankers and insurance underwriters are our natural allies. Most of the men who have attained positions of respon-

sibility and influence are men of religious training and aspiration, already acquainted with our objects and in sympathy with them. Lawyers write wills, advise clients and have a determining hand in shaping future conditions and policies. Insurance underwriters protect the future welfare of families, of widows and orphans and have recently taken on a share in campaigns for endowments of benevolent and charitable institutions. Trust companies and banks having fiduciary powers are the expert conservators of trust funds and obligations and are becoming qualified as never before for handling funds and trusts for colleges, churches and missions.

A Standardized Form of Trust Agreement

A standardized form of trust agreement, uniform in every state, is now available for any charitable trust. It is known as The Uniform Trust for Public Uses, and is so drawn that a gift and a few written words aptly chosen will transform the instrument into a personal contract between the giver, as public benefactor, and his bank or trust company, as trustee for the desired benefaction.

Thus is afforded to public spirited persons a safe and convenient form of trust agreement for devoting surplus wealth to any wise public use.

Inclusive Approval

This form of charitable trust has been given official endorsement by the passage of the Standard Resolution on Wise Public Giving by the following national and local organizations both religious and secular:

Home Mission Council (representing 43 Protestant Home Mission organizations of the United States and Canada), 156 Fifth Avenue, New York;

Council of Women for Home Missions (representing 20 constituent boards), 156 Fifth Avenue, New York;

The International Committee of Young Men's Christian Associations, 347 Madison Avenue, New York;

National Board of the Young Women's Christian Associations of the United States of America, 600 Lexington Avenue, New York;

Jewish Welfare Board, 352 Fourth Avenue, New York;

Council of Church Boards of Education (representing the educational work of 19 Protestant denominations), 111 Fifth Avenue, New York;

The Federal Council of the Churches of Christ in America (representing 29 constituent bodies), 105 East 22nd Street, New York.

The Blight of the Dead Hand

The creation of trusts requires great wisdom. Absurdities arising from inappropriate trusts are to be found in every state, in every part of the country and in every land. "The blight of the dead hand" reaches far and continues long.

The Uniform Trust for Public Uses prevents future entanglements, which unforeseen conditions may occasion. Under safely guarded limitations the Uniform Trust makes provision for the re-direction of benefits, from the dead and impossible object originally named, to a vital, living issue, closely related to the original intention, so as to fulfil what would be the donor's or testator's purposes as nearly as can be conceived would be his wishes, if he were still living.

The Wide Scope of the Uniform Trust

One of the great benefits of the Uniform Trust for Public Uses is that it may be in use all over the country, may be known in every part of the land, and lends itself to common understanding and to common publicity.

Perfecting and Progressive Processes

Already this common instrument has been adopted and is in operation in Maine, New York, New Jersey, Illinois, and Iowa. Reports, concrete and definite, will be given in these columns from time to time as experience broadens.

The Far Reach

If we possess and exercise a composite and inclusive wisdom, if we employ the united forces of all who are building soundly for the future, if we are unselfishly interested in human welfare,

we may expect our plans to show their best fruitage upon which Divine favor may rest, twenty-five years, fifty years and even centuries hence.

**MINUTES OF THE FIFTEENTH ANNUAL MEETING
OF THE COUNCIL OF CHURCH BOARDS OF
EDUCATION, NEW YORK CITY,
JANUARY 11, 12, 14, 1926**

INTERNATIONAL HOUSE, NEW YORK, MONDAY, JANUARY 11, 1926

MORNING SESSION, 10 A. M.

The Council was called to order by Vice-President William S. Bovard, at the International House, New York City, Monday, January 11, 1926, at 10:00 A. M.

Devotional exercises were led by Dr. Willard Dayton Brown.

It was

VOTED To approve the minutes of the previous meeting.

In the absence of the President, Dr. Edgar P. Hill, Dr. Frederick E. Stockwell read the retiring president's message.

It was

VOTED That Dr. Hill's paper be referred to the Findings Committee.

VOTED That the Recording Secretary send an expression of appreciation and sympathy to Dr. Hill.*

The Vice-President, Dr. Bovard, made an informal address.

The annual reports of Drs. Kelly and Foster were read.

Dr. Alfred W. Anthony accepted the privilege of the floor and discussed some important phases of Dr. Kelly's paper.

It was

VOTED To appoint a Committee on Findings. The following were named: Dr. Padelford, Chairman; Drs. Harry, Lampe and Rall.

* The Secretary was requested to express to Dr. Edgar P. Hill the Council's sincere appreciation of his able paper, our high personal regard, our sympathetic interest and concern for his early recovery and our united prayers that he may soon be among us again, vigorous, efficient, far-seeing and useful as hitherto and even as never before.

VOTED That financial and fiduciary considerations be referred to a committee composed of the chairmen of the various standing committees.

VOTED To adjourn.

AFTERNOON SESSION, 2:00 P. M.

The Council was called to order by Vice-President Bovard.

Dr. William E. Schell led the devotional exercises.

Mr. Ralph E. Barton, of the religious workers' staff at the University of Missouri, spoke on the religious program at that institution.

The order of the meeting as previously announced was then resumed. President William A. Harper described the Christian Education Building at Elon College; President A. A. Brown, the Christian Education Curriculum at the University of Chattanooga; Dr. M. W. Lampe, the Peoples Church at the Michigan State College; Dr. O. D. Foster, the Young People's Groups at the University of Missouri, after which there was general discussion.

The following committees were appointed:

Nominations: Drs. Pritchard, Sheldon and Mendenhall.

Audit: Drs. Hillis and Brown.

Budget: Drs. Harris, Gotwald, Todd and Padelford, as Treasurer.

It was

VOTED To adjourn.

EVENING SESSION, 8:00 P. M.

Dr. Bovard called the meeting to order. Dr. Mendenhall led the devotions.

The regular program was continued.

Miss Mary E. Markley reported upon the work of the Federated Student Committee. Dr. Warren F. Sheldon, Dr. C. P. Harry, Dr. J. Martin Culbreth and Mr. Stanley High spoke on denominational and interdenominational students conferences. Discussion from the floor followed.

It was

VOTED That Dr. Kelly represent the Council on the program committee of the Council of Christian Associations.

It was
VOTED To adjourn.

JANUARY 12, 1926

MORNING SESSION, 10:00 A. M.

In the absence of the Chairman, Dr. Kelly called the meeting to order.

Dr. Frederick G. Gotwald conducted the devotions.

Dr. Stockwell was invited to preside.

The regular program was taken up. Dr. E. E. Rall spoke on "Recent Undertaking in Arousing Students' Interest in Their Own Education in Illinois."

Dr. Kelly presented the religious program at Davidson College; Dean W. E. Smyser, that at Ohio Wesleyan University; President Samuel T. Wilson, that at Maryville College, and President C. W. Greene, that at Albany College. There was general discussion. It was

VOTED To adjourn.

AFTERNOON SESSION, 2:00 P. M.

The Council was called to order by Dr. Stockwell.

Dr. Padelford led the devotional exercises.

Dr. John W. Hancher read the *Report of the Standing Committee on Administrative Publicity and Finance*. (See Reports, p. 187.)

It was

VOTED That the report be unanimously adopted.

VOTED To refer the preparation of a detailed report on uniform report blanks for colleges to the Committee on Colleges to report at an early date.

Dr. Padelford read the *Report of the Findings Committee*. (See Reports, p. 188.)

It was

VOTED To adopt the report as presented by Dr. Padelford.

VOTED To adopt the *Report of the Nominating Committee*, as follows:

The Nominating Committee begs to submit the following report:

President: Dr. William S. Bovard.

Vice-President: President E. E. Rall.

Recording Secretary: Dr. O. D. Foster.

Treasurer: Dr. Frank W. Padelford.

Additional Members of the Executive Committee: Drs. Frederick G. Gotwald, Frederick E. Stockwell, A. W. Harris, Robert L. Kelly, *ex-officio*.

Board of Advisors: Dr. William Horace Day, President Henry Churchill King, Judge David F. Matchett, Bishop Edwin D. Mouzon, Bishop Thomas Nicholson, Mr. John Stites.

Standing Committees:

Administrative Publicity and Finance: John W. Hancher, G. I. Hoover, O. W. Buschgen, Winifred Willard, B. C. Davis.

American Council on Education: H. O. Pritchard, three years; A. W. Harris, two years; R. L. Kelly, one year.

Colleges: E. E. Rall, H. H. Sweets, W. O. Mendenhall, Stonewall Anderson, James E. Clarke, Charles E. Bauslin, H. O. Pritchard, A. W. Harris.

Life Work: Wm. E. Schell, Chas. E. Bauslin, W. F. Sheldon, Frances Greenough, Harry T. Stock, R. H. Bennett, L. B. Hillis, Robert W. Miles.

Reference and Counsel: W. F. Sheldon, M. Willard Lampe, Frances Greenough, Frank W. Padelford, J. M. Culbreth, J. E. Bradford.

Religious Education: William A. Harper, W. S. Bovard, Frank W. Stephenson.

Surveys: F. E. Stockwell, J. S. Noffsinger, H. H. Harmon.

University: M. W. Lampe, G. R. Baker, J. C. Todd, Frances P. Greenough, W. F. Sheldon, Mary E. Markley, H. T. Stock, C. P. Harry, J. M. Culbreth, Katherine C. Foster, Robert W. Miles.

(Signed) H. O. PRITCHARD, *Chairman*

It was

VOTED That the Secretary cast the ballot for the Council.

The Secretary declared the officers named in the report of the Nominating Committee elected.

Dr. E. E. Rall presented the *Report of the Life Work Committee*.^{*} It was

VOTED That the Report of the Life Work Committee be accepted.

Dr. F. W. Padelford submitted the *Annual Report of the Treasurer*. (See Reports, p. 185.)

It was

VOTED That the report of the Treasurer be received and referred to the Auditing Committee.

A tentative report was submitted by the Budget Committee. It was

VOTED That the Budget Committee be continued until the budget is raised and report made to the Executive Committee.

Dr. Padelford urged the Board Secretaries to increase their appropriations to the Council. It was

VOTED To adjourn.

EVENING SESSION, 8:00 P. M.

Dr. Stockwell called the meeting to order.

Dr. G. I. Hoover led in prayer.

The program as previously announced was followed.

The Rev. Herbert Evans, Chaplain's Representative at Columbia University, described "The Unified Work at Columbia University."

Dr. James H. Ryan, Executive Secretary of the National Catholic Welfare Conference, read an informing paper on "The Catholic Program of Christian Education."

Dr. Frank W. Padelford closed the meeting with a most impressive devotional service. It was

VOTED To adjourn.

THURSDAY AFTERNOON, JANUARY 14, 2:00 P. M.—HOTEL ASTOR

The Council convened at the Hotel Astor on Thursday afternoon, at two o'clock, with Dr. Kelly in the chair.

The general topic for discussion was "Personality Through Religion and Education."

^{*} To be printed in a later issue of CHRISTIAN EDUCATION.

Dean Herbert E. Hawkes, Columbia University, spoke on "Religion in a Liberal Education."

Dr. Joseph Fort Newton, Rector of the Memorial Church of St. Paul, Philadelphia, spoke to the subject from the viewpoint of the public.

President Walter A. Jessup, State University of Iowa, described the experiment in cooperative work successfully launched last year at his institution.

Announcements were made by Dr. Kelly.

Final adjournment.

Respectfully submitted,
(Signed) WM. S. BOVARD,
President.
O. D. FOSTER,
Recording Secretary.

REPORTS

THE ANNUAL REPORT OF THE TREASURER OF THE COUNCIL
OF CHURCH BOARD OF EDUCATION FOR THE YEAR
ENDING DECEMBER 31, 1925

CASH RECEIPTS AND DISBURSEMENTS
January 1-December 31, 1925

RECEIPTS

Balance on hand January 1, 1925.....	\$	495.66
Appropriations of the Constituent Boards:		
Account of 1924		
Disciples of Christ.....	\$	500.00
United Brethren in Christ.....		100.00
Account of 1925		
Christian Church.....		300.00
Church of the Brethren.....		125.00
Congregational Education Society.....		1,250.00
Disciples of Christ.....		1,000.00
Evangelical Church.....		150.00
Five Years Meeting of Friends.....		200.00
Methodist Episcopal Church.....		3,500.00
Methodist Episcopal Church, South.....		1,200.00
Methodist Protestant Church.....		200.00
Northern Baptist Convention.....		2,000.00

CHRISTIAN EDUCATION

FEBRUARY, 1926

Presbyterian Church, U. S.....	600.00	
Presbyterian Church, U. S. A.....	3,000.00	
Protestant Episcopal Church.....	2,000.00	
Reformed Church in America.....	360.00	
Reformed Church in the U. S.....	100.00	
Seventh Day Baptist Church.....	50.00	
United Brethren in Christ.....	200.00	
United Lutheran Church.....	500.00	
United Presbyterian Church.....	500.00	
		17,835.00
Co-Tenants—Association of American Colleges:		
Rent	\$1,000.00	
Salaries	2,500.00	
Office Expenses	500.00	
		4,000.00
Davidson College	500.00	
Special	500.00	
CHRISTIAN EDUCATION	1,846.99	
Miscellaneous	471.85	
Notes Payable	1,575.00	
		27,224.50
DISBURSEMENTS		
Salaries	\$16,442.33	
Notes Payable	1,412.83	
CHRISTIAN EDUCATION	2,958.06	
Rent:		
New York Office.....	\$ 1,837.00	
Chicago Office	360.00	
		2,197.50
Office Expense	1,106.89	
Furniture and Fixtures	836.35	
Travel:		
R. L. Kelly	62.00	
O. D. Foster	1,232.61	
		1,294.61
American Council on Education.....	100.00	
Annual Meeting	30.00	
Miscellaneous	35.19	
		26,413.76
Balance on hand December 31, 1925.....	810.74	
		27,224.50

Respectfully submitted,

(Signed) FRANK W. PADELFORD, *Treasurer.*

NEW YORK, JANUARY 12, 1926

REPORT OF THE STANDING COMMITTEE ON ADMINISTRATIVE
PUBLICITY AND FINANCE

Your Committee on Administrative Publicity and Finance has met repeatedly since yesterday morning, and herewith submits its annual report representing the judgment of all its members except Secretary Sweets, who is abroad on official duties. Doctors Hoover, Willard, Buschgen and the chairman were present.

We have had three meetings within the year, at which the finance and administrative publicity interests of the Council have been considered seriously, earnestly and sympathetically.

We have given what attention was practicable to the Council's interests in publicity. That series of unsigned inserts in CHRISTIAN EDUCATION which has been running for the past six numbers was written by Dr. Winifred Willard, of our committee. These articles have attracted wide attention. The first one brought a request from a college president for the privilege of reproducing it in ten thousand copies. A later one brought a similar request for one hundred thousand copies. A still later one was reproduced in the *World Call*, the international church magazine of the Disciples of Christ, in an issue of forty-six thousand copies. It is but fair that we should state here that Miss Willard does not know that this commendation of her work is being incorporated in this report. Since she has done the work to date absolutely gratis, neither asking nor expecting compensation from the Council, it seems proper that this recognition of it should be made.

CHRISTIAN EDUCATION is rendering a distinct and valuable service to our cooperative work. It ought to have very much wider circulation. We have considered whether we might submit methods of increasing its circulation to this meeting. This we are not able to do. If the Executive Secretary shall desire it, we shall be willing to confer with him a little later, with a view to devising ways and means to such increase.

We suggest that the attention of the cooperating Boards be called to the outstanding needs of this Council and the immeasurable value it renders to the common cause of liberal education under Christian auspices, for which we all stand.

Respectfully submitted,
(Signed) JOHN W. HANCHER, *Chairman*

JANUARY 12, 1926.

REPORT OF THE COMMITTEE ON POLICY

TO THE COUNCIL OF CHURCH BOARDS OF EDUCATION:

The Policy Committee has received with interest the address of President Hill and the reports of Dr. Kelly and Dr. Foster, which were referred to it. We share the regret of the other members of the Council in the enforced absence of President Hill, and we desire to express our cordial approval of the thesis of his paper. We believe with him that the Christian element is the essential and central element in all true education. We express our appreciation of the fine reports of Dr. Kelly and Dr. Foster. Dr. Kelly has seldom submitted to us a more informing and more stimulating report. It challenges us to the achievement of the great goals that are just beyond our present reach. We want to follow his leadership in the attainment of these great ends.

From the many suggestions which have come to the Council during these two days we wish to make the following specific recommendations:

(1) That during the present year our Secretaries make a careful and thorough study of the whole question of the rights and responsibilities of the church, and especially of this Council, in the student field, including our relation to the activities of other organizations.

(2) That our Secretaries give consideration to the ways and means of bringing the ideals and methods of Christian education more definitely to our students.

(3) That our workers in the universities be urged to give more emphasis to the educational approach to their students.

(4) That, recognizing the desirability of adequate student representation upon our Boards of Education and our Commissions, we instruct the Executive Committee to arrange for student representation at the next meeting of the Council, if at all practicable, and for the appointment of at least one University Pastor, and one student upon our University Committee.

(5) That our officers arrange for at least two full day meetings of our Executive Committee during the year, at which it is hoped there may be an attendance of all the members.

(6) That the Council express its appreciation to the Council of the Christian Associations of their invitation to appoint one member on the Program Committee which is preparing for the Student Convention to be held under their auspices next December, and that we notify them of the appointment of Dr. Kelly as our representative.

(7) That the Executive Committee consider the possibility of a wider circulation of the report of the Committee on Academic Credit for Religious Subjects, as presented in the November *Bulletin* of the Association of American Colleges.

(8) That the Executive Committee seek to devise means and methods whereby we can render to our Boards and colleges greater service in the field of expert publicity.

(9) That the Council heartily accept the plan outlined by Dr. Kelly for cooperation with the Committee on Financial and Fiduciary Matters of the Federal Council, believing that it offers an opportunity for unified service to the cause of Christian Education.

(10) That the Executive Committee arrange for the insurance of our Secretaries and employees under the provision of the Workmen's Compensation Act, at a probable cost of about \$23.00 per year.

(Signed) F. W. PADEFORD, *Chairman*

JANUARY 12, 1926

TENDENCIES IN COLLEGE ADMINISTRATION

The second edition of "Tendencies in College Administration," by Robert L. Kelly, Executive Secretary of the Council of Church Boards of Education, Permanent Executive Officer of the Association of American Colleges, Lecturer on College Administration at Teachers College, Columbia University, will be ready within a few weeks. The first edition has gone to every State in the Union, to the Territories and to numerous foreign countries.

The following expressions are typical of many:

Dean Herbert E. Hawkes, Columbia University: "I congratulate you on the clear way in which you have presented a picture of modern American higher education."

Dr. Charles H. Judd, Director, The School of Education, The University of Chicago: "I have read 'Tendencies in College Administration' with great interest."

Dr. George D. Strayer, Director, Institute of Educational Research, Teachers College, Columbia University: "I have read your book with great interest and assure you that in my judgment it is a most important contribution to the field."

President R. M. Hughes, Miami University: "So many of us are tied to the mass of routine work that it is invaluable to have someone with a mind thoroughly saturated with college problems free to think of them and to carry some of them forward."

President Henry N. MacCracken, Vassar College: "I have read 'Tendencies in College Administration' with great interest."

President Henry L. Smith, Washington and Lee University: "I have just read with keen interest every page of your recently published volume."

Dr. Herman H. Horne, Professor of the Philosophy of Education, New York University: "Attractive both in appearance and content."

Mr. Royal J. Davis, The New York Evening Post: "Not only his facts but also his comments are deserving of a wide reading. Dr. Kelly knows whereof he speaks."

Dr. John B. Kaiser, Director, The University Libraries, University of Iowa: "You have given us a splendid book in 'Tendencies in College Administration.' I have just spent several profitable days on it."